DOCUMENT RESUME

ED 275 341 IR 051 689

TITLE Standards for School Library Media Programs in Maryland.
INSTITUTION Maryland State Dept. of Education, Baltimore.
PUB DATE [86]
NOTE 28p.
PUB TYPE Legal/Legislative/Regulatory Materials (090) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Elementary Secondary Education; *Learning Resources Centers; Library Facilities; *Library Standards; Media Selection; Program Descriptions; *Program Evaluation; *School Libraries; State Programs; *State Standards
IDENTIFIERS *Maryland

ABSTRACT

Designed to be used as guidelines in the review process for school library media programs in Maryland, these standards were adopted by the Maryland State Board of Education in an effort to improve, support, and encourage school media programs throughout the state. The statement of purpose for the school library media program is provided, and standards governing the program's philosophy, goals and objectives, instruction, staffing, resources and resource services, facilities, and evaluation are presented. Criteria statements following each standard are designed to guide school personnel in determining an appropriate rating for each standard. A brief explanation of the school library media program is also provided, and the review process is summarized. Four appendices present additional information about school library media centers: (1) definitions; (2) guidelines for basic collections of material and equipment; (3) recommended space allocation; and (4) staff assignments. A listing of the School Library Media Standards Committee Members is also provided. (KM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED275341

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

STANDARDS FOR SCHOOL LIBRARY MEDIA PROGRAMS IN MARYLAND

IR051689

IR

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Paula Montgomery

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Members of the Maryland State Board of Education

President		
Frederick K. Schoenbrodt	Ellicott City	1990
Vice President		
G. George Asaki	Pasadena	1987
May B. Bolt	Frostburg	1989
Mary Elizabeth Ellis	Salisbury	1988
Herbert L. Fishpaw	Towson	1987
Priscilla Hilliard	Upper Marlboro	1990
Rosetta G. Kerr	Baltimore	1986
Albertine T. Lancaster	California	1986
Lawrence A. Shulman	Silver Spring	1989
Melissa Fuller (Student Member)	Rockville	1986

Secretary-Treasurer of the Board
State Superintendent of Schools
David W. Hornbeck

Deputy State Superintendent of Schools (Acting)
Richard M. Petre

Assistant State Superintendent for Libraries
Nettie B. Taylor

Chief, School Library Media Services
Paula Montgomery

Mailing Address:
200 West Baltimore Street
Baltimore, Maryland 21201-2595

The Maryland State Department of Education does not discriminate on the basis of race, color, sex, age, national origin, religion, or handicapping condition in matters affecting employment or in providing access to programs. For inquiries related to departmental policy, contact the Office of Equal Opportunity.

Contents

Foreword v

Statement of Purpose 1

Standards for School Library Media Programs in Maryland 3

1.0—Philosophy 4

2.0—Goals and Objectives 5

3.0—Instruction 6

3.1 Direct Instruction 6

3.2 Support of Instruction 6

4.0—Staffing 8

5.0—Resources and Resource Services 10

6.0—Facilities 13

7.0—Program Evaluation 14

The School Library Media Program in the Maryland State Department of Education 15

Review Process for School Library Media Programs in Maryland 16

Appendix 18

Definitions 18

Collections of Materials and Equipment 19

Recommended Space Allocation for School Library Media Centers 21

Staff Assignments 22

Foreword

The standards presented here reflect the feeling of urgency on the part of the State Board of Education to improve, support, and encourage school library media programs throughout the state. But that does not mean that they sprang into being in a moment. On May 23, 1984, the Board adopted Resolution No. 1984-12 "Statement of Purpose for School Library Media Programs in Maryland," committing itself to vigorous support of school library media programs. In adopting the statement, the Board directed that a committee revise and develop criteria and standards for school library media programs in Maryland.

Standards for School Library Media Programs in Maryland is based on the statement of purpose. The standards are designed to be used as guidelines in the review process specified in the bylaw on Public School Library Media Programs (COMAR 13A.05.04.01). This document provides seven main categories of standards which schools and local education agencies may use to examine their school library media programs. For each standard there are "Examples of Documentation" which should be used in determining whether that standard has been met. Implementation of these standards is the responsibility of each local education agency. The document also identifies the role of the Maryland State Department of Education in assisting local education agencies to complete their evaluations. Review procedures should facilitate local self-assessment.

The statement that "the more things change, the more they remain the same" has continuing significance despite the impact of modern technology. More communication formats simply enhance the importance of reading as fundamental to the educational process. The relationship of reading to academic, social, and personal success and satisfaction is as clear as it has been for centuries. The adage, "a reader is not a child who *can* read, a reader is a child who *does* read," helps explain the unique contribution of a school library media program. While it provides access to information in every form, the school library media center has not forgotten this primary mission.

Rapid change in communication technology requires quality library media programs. Students must have access to the wide variety of information sources and must have the skills to use them. These standards spell out school library media programs which will attend to those student and staff needs.

The emphasis of the *Standards for School Library Media Programs in Maryland* is on the student and the learning environment. School library media programs which are an integral part of the instructional process will effectively serve those students.

David W. Hornbeck
State Superintendent of Schools

Statement of Purpose

The unified school library media program is essential to effective education for an information-based society. A unified school library media program is designed to support the educational goals of a school system and to serve all students and teachers. Such a program is accomplished by providing both an organized collection of materials and instruction in the use of those materials as an integral part of the total educational program. In order to support fully the instructional program, appropriate materials and equipment of various types and formats must be centrally managed in the school library media center. An effective unified school library media program requires adequate professional and support staff.

A school library media program is an integral part of the instructional process. This integration is most effective when appropriate professional library media personnel participate in the development and implementation of educational programs. The school library media specialist, in cooperation with other teachers, instructs students in those library, research, and study skills which have been integrated into all areas of the curriculum.

School library media programs do not duplicate those of public and other library programs. School library media services support specific instructional programs, complement instruction in reading and critical thinking skills and habits, and have knowledge and information on site immediately available for specific purposes. Further, school library media programs serve a specific segment of the total population and are administered by certificated school library media specialists. School library media personnel cooperate with personnel in public and other types of libraries in order to expand access to available resources.

The components of a successful unified school library media program are:

Program

- A well-defined plan including policies and procedures which support the school systems' educational goals and objectives established by boards of education.

Personnel

- Certificated staff with technical and clerical assistance at the school building level to organize and operate a school library media program.
- Central office leadership and appropriate technical and clerical assistance to support and coordinate the school library media program.
- Any certificated school library media staff should have a broad range of skills including interpersonal communication skills.

Resources

- A comprehensive and organized collection of judiciously selected materials (such as books, films, filmstrips, audio tapes, videotapes, microfiche, transparencies, realia, maps, globes, slides, microcomputer programs, and other print and nonprint items).
- Equipment of all types and formats.
- Access to other people and information.

Facility

- A readily accessible area.
- An environment that is conducive to learning and which houses library media resources.

The functions of a unified school library media program are:

Instruction

Direct instruction of students to develop skills which includes:

- locating and using materials and equipment;
- reviewing, evaluating, and selecting materials;
- learning and applying study, research, reference, and critical thinking skills;
- comprehending content in various types of media;
- retrieving and managing information;
- developing life-long reading habits;
- appreciating literature;
- valuing books and other media; and
- creating print and nonprint materials.

Support of instruction includes:

- identifying and securing resources;
- consulting and planning with building and system level staff as well as with other individuals and organizations;
- participating in curriculum development, implementation, and evaluation; and
- providing staff development services.

Resource Services

These services include:

- selecting and evaluating materials and equipment in accordance with local board of education policies;
- managing and implementing procedures for acquisition, organization, and circulation of materials and equipment;
- providing reference and information assistance for specific requests;
- producing materials to support existing curriculum; and
- promoting instructional materials, equipment, and services to students, staff, parents, and the community.

The preceding are the key elements of an effective, unified school library media program which are essential to a comprehensive educational experience for students.

Standards for School Library Media Programs in Maryland

Local Education Agency _____

School _____

In order to define school library media programs, the Maryland State Department of Education has developed the following program standards. Each standard embraces a series of criteria for determining the extent to which the standard has been met. The seven standards address all components of the school library media program.

Directions for Standards Checklist

The series of criteria statements following each standard is intended to help guide school personnel in determining an appropriate rating for each standard. Criteria statements should be checked either yes or no or left blank. Supportive evidence must be provided in order to validate ratings (see examples provided within the documentation column).

The following scale should be used when rating each standard:

O	=	Not Started:	When all criteria statements are checked no.
W	=	Working Toward:	When criteria statements are checked both yes and no.
I	=	Implemented:	When all criteria statements are checked yes.
NA	=	Not Applicable:	When criteria statements are viewed as irrelevant or not applicable.

_____

School Library Media Specialist

_____

Principal

Standard	Examples of Documentation

1.0 Philosophy

The school library media program has a written philosophy which is consistent with the educational philosophy of the school and the library media philosophy of the local education agency and the state. The philosophy:

___ 1.1 defines the school library media program.

___ 1.2 stipulates that the unified school library media program should be designed to support the educational goals of the school system and to serve all students, K-12, and teachers.

___ 1.3 indicates the library media-related roles and responsibilities at each level.

___ 1.4 specifies that the school library media program is an integral part of the instructional process.

___ 1.5 includes promotion of intellectual freedom for all learners.

___ 1.6 specifies that the local school system has responsibility for providing leadership and support for the planning, development, analysis, management, and evaluation of library media programs and services at both the system level and individual school level.

___ School philosophy statement

___ School library media philosophy statement

___ Local school system philosophy statement

___ Local school system library media philosophy statement

___ Maryland State Department of Education philosophy statement

___ Maryland State Department of Education "Statement of Purpose for School Library Media Programs in Maryland"

___ Other:

Standard	Examples of Documentation

2.0 Goals and Objectives

The school library media program has written goals and objectives related to the overall school library media philosophy. The goals and objectives:

___ 2.1 support the educational goals of the state and local school system.

___ 2.2 focus on supporting specific instructional programs.

___ 2.3 specify provision of direct and indirect instruction for students.

___ 2.4 include on-site provision of access to knowledge and information.

___ 2.5 include the provision for the use of all appropriate networks.

___ 2.6 promote lifelong reading, listening, and viewing habits.

___ 2.7 promote student independence in learning through use of library media skills.

___ 2.8 provide for periodic review of the library media philosophy, goals, and objectives.

School library media goals and objectives related to library media staff:

___ 2.9 include provision for appropriate certificated staff and support staff.

School library media goals and objectives related to other school faculty and staff:

___ 2.10 include provision for staff development.

___ 2.11 include consultation and planning among library media staff, other school staff members, and other appropriate individuals and organizations.

School library media goals and objectives related to school resource services:

___ 2.12 include selection, utilization, and evaluation of materials and equipment.

___ 2.13 focus on efficient and effective cataloging, inventorying, and accessibility.

___ Local school system goals and objectives

___ Local school system library media goals and objectives

___ School library media goals and objectives statements related to:
—overall program
—students
—library media staff
—other school faculty and staff
—use of technology
—curriculum and instruction
—collection
—organization of collection

___ Other:

Standard	Examples of Documentation
3.0 Instruction	
___ 3.1 Direct Instruction The library media staff instructs students in location, selection, utilization, appreciation, and production skills. The teaching of these skills is effective when integrated into the educational program. Students develop skills which include: ___ 3.1.1 locating and using materials and equipment; ___ 3.1.2 reviewing, evaluating, and selecting materials; ___ 3.1.3 learning and applying study, research, reference, and critical thinking skills; ___ 3.1.4 comprehending content in various types of media; ___ 3.1.5 retrieving and managing information; ___ 3.1.6 developing lifelong reading habits; ___ 3.1.7 appreciating literature; ___ 3.1.8 valuing books and media; and ___ 3.1.9 creating print and nonprint materials.	___ Scope and sequence of library media skills ___ Curriculum guides ___ Instructional activity guides ___ Assessment measures for students ___ Observation of library media specialist in teaching role ___ Student test scores ___ Student productions and other examples of reports, research papers, computer programs, etc. ___ Documents showing regular student use of library media services ___ Lesson plans illustrating library media instruction integrated into classroom instructional units ___ Other:
___ 3.2 Support of Instruction The library media staff assists in the support of instruction by providing services. The library media specialist: ___ 3.2.1 consults and plans with system-level staff in developing, implementing, and evaluating curriculum.	___ Membership lists showing participation in system-wide curriculum development and materials selection committees ___ Notes or memos showing instructional development consultations provided by library media specialist ___ Lists of necessary professional resource materials ___ Documents identifying instructional resources matched with system-developed curriculum ___ Other:

___ 3.2.2 consults and plans with school-level staff in developing, implementing, and evaluating curriculum.	___ Indices and bibliographies for instructional planning and use ___ Notes showing assistance in planning for effective use of media ___ Instructional units with teachers and school administrators ___ Notes showing advice given teachers, teams, and departments about availability, selection, and effective use of instructional resources ___ Minutes or schedules of meetings or programs showing consultation and cooperation with personnel in public and other types of libraries ___ Meetings and communications showing liaison with the PTA and parents concerning the library media program ___ Other:
___ 3.2.3 provides staff development services.	___ Orientation plans and schedules for staff to the library media center and its services ___ Instructional plans for assisting staff in production and use of instructional materials ___ Plans and schedules for assisting staff in the use of new technologies related to instruction ___ Other:
___ 3.2.4 identifies and secures resources.	___ Procedures for acquisition, organization, and circulation of materials and equipment ___ Documented examples of assistance to professional staff in identifying, selecting, evaluating, and securing resources ___ Interlibrary loan requests in accordance with the policies of the school and district ___ Records of special materials and services to students with unique needs ___ List of identified needs for acquisition and use of new technologies in instruction ___ Other:

Standard	Examples of Documentation
4.0 Staffing The size of the local school system and scope of library media services will determine the number of central office and school library media staff members. Regardless of the number of schools in a local system, certain resources and services should be provided by a central staff working out of the system-level library media center under the direction of a certificated library media administrator. (Note: In smaller school systems, some of the staff and functions specified below may be combined or may be available only on a cooperative basis with other systems or agencies.) Each local education agency:	
___ 4.1 develops a policy to ensure that all students in every school have access, on a regular basis, to certificated library media personnel. (See Appendix 4 for recommendations.)	___ Staffing schedules ___ Budget records ___ Records of certificated staff ___ State annual report ___ Other:
___ 4.2 provides necessary clerical and technical support staff in order that the library media specialist may be involved in the instructional process. (See Appendix 4 for recommendations.)	___ Staffing schedules ___ Budget records ___ State annual report ___ Other:
___ 4.3 provides the services of a certificated library media supervisor who will coordinate the system's school library media program and give leadership to the integration of the program into the total system's instructional program.	___ Records of certificated staff ___ Budget records ___ State annual report ___ Other:

___	4.4	considers the special needs of the student population when selecting and appointing library media specialists/ generalists.	___ Written reports ___ Anecdotal information ___ Interviews with staff ___ Copies of screening process ___ Other:
___	4.5	uses procedures specific to library media programs to evaluate the school library media certificated staff in teaching effectiveness and library media management.	___ Evaluation materials and results ___ Local school system handbook ___ Self-evaluation instruments ___ Criteria specifically related to library media program ___ Evaluation of teaching effectiveness and library media management ___ Other:
___	4.6	ensures that the library media staff participates in ongoing learning experiences emphasizing library media related needs.	___ Copy of school system inservice schedule ___ Summary of library media specialist/ generalist/support staff inservice programs and/or agenda(s) ___ Record of library media staff attendance and participation ___ School calendar ___ Anecdotal information ___ Written reports ___ Other:

Standard	Examples of Documentation
5.0 Resources and Resource Services The school library media program is organized to provide resources and resource services to students and staff. These resources:	
___ 5.1 include an organized collection of materials, in a variety of formats, which are selected and evaluated in accordance with local board of education policies. (See Appendix 2 for collection criteria.)	___ Systematic classification and cataloging of the collection ___ Local selection policy for acquiring all types of instructional materials ___ Annual state and local reports related to suggested collection criteria ___ Reviewing media and selection aids provided (such as *Booklist, Horn Book, School Library Journal*, etc.) ___ Shelflist, inventory, and circulation records ___ Written audiovisual and computer equipment specifications ___ Other:
___ 5.2 are managed and organized in each school library media center according to local education agency guidelines and procedures for bibliographic and inventory control of all school materials and instructional equipment.	___ Professional staff and clerical aides ___ Procedures manual (outlining acquisition, organization, and circulation procedures) ___ Acquisition and circulation records ___ Student and faculty handbooks ___ Other:
___ 5.3 are supported by an annual allocation which takes into consideration such factors as enrollment, level (elementary, middle/junior high, senior high), existing and revised curriculum, costs of materials and equipment, etc.	___ Allocation procedures ___ School system budget ___ Purchase orders, invoices, and requisitions ___ Audit report ___ Other:

These resource services:

___ 5.4 support the total curriculum of the school.

- ___ Curriculum guides for all subjects housed in the library media center
- ___ Student and faculty input (requests for materials)
- ___ Bibliographies of resources which support curriculum offerings
- ___ Other:

___ 5.5 allow on-site access to knowledge and information.

- ___ Catalogs, guides, signs, and directories of local as well as other information providers
- ___ Flexible schedules, expanded hours, and open hours to meet user needs
- ___ Interlibrary loan within the county and/or the state
- ___ Community resource lists
- ___ Telephone in library media center
- ___ Information retrieval system
- ___ Other:

___ 5.6 include the provision for reference and other assistance for specific requests.

- ___ Identifiable reference collection (shelflist)
- ___ Available staff for assistance
- ___ Databases and information systems
- ___ Community resource lists
- ___ Maryland interlibrary loan requests
- ___ Other:

___ 5.7 include use of appropriate equipment which has been selected and evaluated in accordance with local education agency policies.

- ___ Written audiovisual equipment specifications
- ___ Annual state and local reports
- ___ Inservice training in equipment use
- ___ Other:

___ 5.8	encourage the use of instructional materials and equipment by students and staff.	___ Bulletin boards, newsletters, displays, and exhibits promoting use of library materials ___ Staff and student training programs (production techniques) ___ Student aides (library club) ___ Circulation records ___ Other:
___ 5.9	include production of media in a variety of formats.	___ Inventory of production equipment and materials ___ School-made media ___ Other:
___ 5.10	promote the school library media program to students, staff, parents, and the community.	___ Recognition given to Book Week, National Library Week, School Library Media Month, and other appropriate occasions ___ Questionnaires and surveys ___ Newsletters ___ Anecdotal records ___ Other:
___ 5.11	are modified by ongoing assessment of the collection based on user and curriculum needs.	___ Inventory records and statistics ___ Additions and withdrawals records ___ Weeding policies ___ New curriculum documents ___ User requests ___ Other:

Standard	Examples of Documentation

6.0 Facilities

Each local education agency should designate conveniently located and barrier-free space in each school for provision of library media services.

The library media center:

___ 6.1 includes:

- ___ 6.1.1 space for circulation desk, catalogs, indexes, displays, and exhibits.
- ___ 6.1.2 space for reading, viewing, listening, browsing, and studying. (This includes tables, chairs, carrels, informal seating, stacks, reference areas, and computer accessibility.)
- ___ 6.1.3 direct instructional space.
- ___ 6.1.4 office space for professional staff members and a media planning area.
- ___ 6.1.5 space for the processing of media.
- ___ 6.1.6 storage space for supplies, materials, and equipment.
- ___ 6.1.7 communications space. (This includes audiovisual, computers, and production.)

(See Appendix 3 for space allocation.)

___ 6.2 is designed to accommodate the special requirements of the school's population.

___ 6.3 is designed to accommodate changes which might occur in the library media program and in other teaching learning areas and to be adaptive to technological developments.

___ 6.4 enables proper use, care, and security of furnishings and media equipment, supplies, and materials.

___ 6.5 is arranged and managed in such a way that resources of learning are readily available to the user.

___ 6.6 is arranged and managed so it is aesthetically appealing to the user and conducive to learning.

___ Policies describing access to library media center

___ Architectural drawings

___ Floor plan

___ Photographs

___ Furniture inventory

___ Defined design requirements for use such as:
- — space for the easy picture book collection in elementary media areas
- — adaptive shelving for special education centers
- — space for independent study, research projects, and analysis of information in high schools
- — space for computers and other informational technologies

___ Equipment use guides

___ Signs and labels for direction and explanation

___ Maps of library media center for orientation

___ Other:

Standard	Examples of Documentation
7.0 Program Evaluation Each local education agency and school should have a formally adopted comprehensive plan for evaluating all levels and aspects of school library media programs. This plan:	
___ 7.1 uses an LEA developed process which utilizes the document *Standards in School Library Media Programs.*	___ Written plan for evaluation ___ Policy statement ___ Plan of organization ___ Evaluation plan indicating this responsibility and authority ___ Evaluation instrument ___ Statistics in annual reports ___ Other:
___ 7.2 emphasizes the extent to which school and library media goals and objectives have been met.	___ Written plan for evaluation ___ Evaluation report of Standards Review Committee ___ Other:
___ 7.3 is a continuous process involving school staff in data collection and evaluation activities carried on throughout the year.	___ State annual reports ___ Data collection instruments ___ Staff membership on committees ___ School evaluation reports ___ Other:
___ 7.4 uses results of the evaluations in planning for program modification, budgeting, staff deployment, collection development, and communicating to various groups, e.g., administrators, clients, and the public.	___ Building and district level reports ___ Supporting materials for budget preparation ___ Samples of communications ___ Implementation plans ___ Statistics on library media program ___ State annual reports ___ Newspaper articles on library media program ___ Anecdotal records ___ Other:

The School Library Media Program in the Maryland State Department of Education

The Maryland State Department of Education (MSDE) believes in and supports the concept of unified library media programs at the local, system, and state levels and recognizes its obligation to provide leadership in the development of such programs.

Within the Maryland State Department of Education, the responsibility for the development of all library media programs, in both public libraries and in the schools, rests with the Division of Library Development and Services. The staff of the Office of School Library Media Services, a section of the division, guides and directs program development throughout the state. Close cooperation with other divisions in the State Department structure is necessary in order to develop school library media programs that will meet the continuing needs of the curriculum.

These fourteen functions illustrate the scope of the responsibilities of the School Library Media Services Branch.

1. To formulate long-range plans for the development and integration of school library media programs with instruction and state-of-the-art technology.
2. To provide advisory and consultative services to local school systems in such areas as library media services and technology, planning school library media facilities, instructional design and media production, and selection, evaluation, and utilization of materials.
3. To develop standards and guidelines for the improvement of library media programs as an integral part of the total curriculum.
4. To assist in the monitoring and evaluation of school library media programs.
5. To provide leadership related to educational issues in combating censorship and promoting intellectual freedom.
6. To provide programs of inservice education on the concepts and utilization of media and all other information technologies to administrators, supervisors, library media personnel, teachers, and other interested persons.
7. To identify and promote needed research in library media services.
8. To collect, analyze, and disseminate information on the scope and quality of library media programs in the state.
9. To assist in the determination of qualifications for certification of library media personnel.
10. To administer federal funds available for library media programs.
11. To provide for the effective coordination of library media services with other divisions of the Maryland State Department of Education and with local school systems.
12. To develop coordinated plans and policies with other agencies that will strengthen statewide library media services.
13. To retrieve and disseminate information related to educational issues.
14. To foster interlibrary loan and cooperative arrangements with school, public, academic, or other libraries.

Review Process for School Library Media Programs in Maryland

The Maryland State Board of Education authorized the development of criteria and standards for school library media programs which support the "Statement of Purpose for School Library Media Programs in Maryland" (Resolution 1984-12). In addition to these standards, the Maryland State Board of Education has authorized the Maryland State Department of Education to implement a procedure for conducting periodic reviews of local education agency school library media programs. The purposes for these review procedures are to:

1. Provide Maryland State Department of Education staff with data and first-hand opportunities for assessing the statewide school library media program and professional development needs.
2. Provide Maryland local education agencies (LEAs) with a process that they can use to conduct a self-assessment of their school library media programs.
3. Provide an opportunity for dialog among school staff, local education agency central office staff, and Maryland State Department of Education staff concerning the local school library media program.
4. Provide Maryland local education agencies with the opportunity to receive objective feedback related to their school library media programs on a regular basis.

The review process consists of the following steps:

1. Reviews will be based on use of the instrument entitled *Standards for School Library Media Programs in Maryland*. Six different local education agency reviews will be scheduled each year (see attached schedule). Additional reviews may be scheduled on a voluntary basis.
2. Reviews will be coordinated by the Maryland State Department of Education school library media staff in conjunction with the local education agency school library media administrator based on a local self-assessment using the instrument entitled *Standards for School Library Media Programs in Maryland* as well as state annual library media reports.
3. Reviews in every system will involve completion of the standards review instrument in every school using an appropriate timeline established by each system.
4. For each review, Standards Review Committees will be established. The committee will consist of Maryland State Department of Education school library media services staff, school library media administrators from neighboring local education agencies, and other staff as deemed appropriate.
5. Reviews in each system will include study of system-wide data based on the standards review instrument as completed in each school.
6. For each review, at least three schools will be identified for visits. At least one elementary, middle/junior, and high school will be mutually selected by the Maryland State Department of Education's School Library Media Services Branch and the superintendent in the system.
7. The self-assessment data of selected schools and a compilation of system data should be forwarded to the Maryland State Department of Education's School Library Media Services Branch three weeks prior to the scheduled review date. Supportive evidence should be made available during the on-site review.
8. During each review, the committee should compare its assessment with the self-evaluation submitted by the selected school and the system.
9. Each review committee will report its findings to the local education agency, in a written report, within three weeks after the scheduled on-site review.

Chart Showing Review Process Responsibilities

	Maryland State Department of Education	Local Education Agency	School Level
1. Formulate specifics of state review process and distribute to contact persons in LEAs	X		
2. Complete LEA Plan and distribute to schools		X	
3. Select schools for on-site evaluation	X	X	
4. Finalize timeline and communicate to contacts in LEAs	X		
5. Provide assessment and reporting forms	X		
6. Complete school assessment in LEA being evaluated		X	X
7. Compile LEA data/report and return to MSDE		X	
8. MSDE review of LEA data/report	X		
9. Visit of MSDE Team	X	X	X
10. Write report of review	X		
11. Respond as necessary to implement recommendations		X	X

Review Schedule

1987–88 and Every Four Years Thereafter
Baltimore County
Cecil County
Garrett County
Queen Anne's County
Somerset County
Worcester County

1988–89 and Every Four Years Thereafter
Baltimore City
Carroll County
Frederick County
Kent County
St. Mary's County
Wicomico County

1989–90 and Every Four Years Thereafter
Anne Arundel County
Caroline County
Dorchester County
Howard County
Prince George's County
Washington County

1990–91 and Every Four Years Thereafter
Allegany County
Calvert County
Charles County
Harford County
Montgomery County
Talbot County
Institutions
- Juvenile Services Administration
- Mental Hygiene Administration
- Mental Retardation Administration
- Maryland School for the Deaf

Appendix 1

Definitions

Access
The ability and freedom to obtain and use resources and services without unnecessary limitations.

Basic Collection
The collection of materials and equipment which every school should have in order to operate effectively.

Curriculum Development
The selecting, plotting, and sequencing of instructional goals, objectives, activities, and assessments for a given body of knowledge.

Initial Collection
The collection of materials and equipment in each school when it opens. This collection serves as the minimum upon which to build a more adequate collection as the instructional program develops.

Item
A book, monograph, serial, periodical, map, globe, art print or original, chart, filmstrip, flash card, picture, slide, technical drawing, transparency, computer program (machine-readable data file), manuscript, microform, motion picture, multimedia kit, music adaptation or arrangement, diorama, game, microscope slide, model, realia, sound recording (record or cassette), text, pamphlet, paperback, videorecording, optical disk, or other communication format. (Definitions for specific terms are located in *Anglo-American Cataloging Rules*, 2nd ed. Chicago: American Library Association, 1978.)

Instructional Development
A systematic process of creating sound instructional modules or units for learners by a team of professionals that includes the teacher and a person knowledgeable in instructional technology, i.e., the library media specialist.

Library Media Center
An area in a school where a full range of materials, equipment, and services from library media staff are accessible to students and school personnel.

Library Media Clerical Aide
A library media staff member with clerical or secretarial competencies.

Library Media Specialist
A library media staff member with professional preparation. This use of the term is consistent with common practice but does not reflect the terminology used in Maryland state certification requirements. For further clarification of job responsibilities, see the *Requirements for Educational Media Personnel*.

Library Media Staff
The professional and clerical/technical personnel who carry on the activities of a library media program.

Library Media Technical Aide
A library media staff member serving in a support role but who has special competencies in one or more of the following fields: graphics production and display, information and materials processing, production, and equipment operation and simple maintenance.

Media
All forms of communication and their accompanying technology appropriate to learning and instruction.

Networks
A system of interdependent resource services which draw upon one another for expanded service.

Weeding
A systematic method for reevaluating a basic collection to repair, replace, or remove materials.

Appendix 2

Collections of Materials and Equipment

Basic Collections

The term "basic collection" refers to the collection of materials and equipment which every school should have in order to operate effectively. It should be understood that an "initial" collection represents a minimum upon which to build a more adequate collection. Below are guidelines to assist in establishing this collection:

1. Each school should have an initial collection of a variety of media, fully cataloged and processed to serve as a base for an adequate collection.
2. An analysis of the special needs of the school population should determine the composition of the initial collection.
3. The acquisition of an initial collection in a new school should begin at the time the building contract is awarded. This plan will provide time for sound selection procedures necessary to have the materials ready for use on the opening day of school.
4. Funds for initial collections should be included in capital budgets. Otherwise, funds especially designated for equipping new buildings should be provided.

Recommended Guidelines for the Size of the Basic Collection

1. **Elementary Schools**—A collection of 12,000 library media items is recommended. In order to provide for duplication of titles and/or broadening of subject coverage, schools with enrollments of more than 600 pupils need to provide a total collection of at least 20 items per pupil.
2. **Junior High/Middle Schools**—A collection of 15,000 library media items is recommended. In order to provide for duplication of titles and/or broadening of subject coverage, schools with enrollments of more than 600 pupils need to provide a total collection of at least 25 items per pupil.
3. **Senior High Schools**—A collection of 18,000 library media items is recommended. In order to provide for duplication of titles and/or broadening of subject coverage, schools with enrollments of more than 600 pupils need to provide a total collection of at least 30 items per pupil.

For reporting purposes, an item is counted in terms of the way it is classified and cataloged. If a package/kit containing items is classified and cataloged having each item as a separate piece, then each item is counted individually. If a package/kit is classified and cataloged as one unit regardless of the number of separate pieces, it is recorded as one item. Example: if a package/kit has two records, six filmstrips, and each record and filmstrip is cataloged separately, then these items must be counted individually. If the same package/kit has been classified and cataloged as one complete unit, then it is counted as one regardless of the number of separate items it contains.

Special Considerations for Small Schools (200 pupils or less)

It is recognized that there is a wide diversity in individual school populations in Maryland. However, students in small schools (200 pupils or less) have common material needs. Therefore, it is recommended that schools with less than 200 pupils will have at least 20 items per pupil or no less than 1,000 items in an elementary school; 25 items per pupil or no less than 1,250 items in a junior middle school; and 30 items per pupil or no less than 1,500 items in a senior high school. These schools should avail themselves of opportunities for sharing library media materials within their school system.

Special Considerations for Large Schools

It is recognized that when school enrollments at the secondary level exceed 1,500 pupils, the size of collections to support the instruction of this population can be tempered by a lower per pupil allotment in excess of the recommended 18,000 library media items.

Recommended Guidelines for Equipment

The following recommendations for types of equipment available through the library media program for use in the classrooms and library media center should be reviewed in terms of the instructional program. Kinds and quantities should be based on numbers of students and staff; curriculum goals, objectives, and content; students' learning styles, instructional needs, teaching styles, format of materials in the collection, facilities, and instructional time allocations. An efficacious maintenance plan may include standardization of certain types of equipment throughout the school system.

Equipment Types Which May Be Made Available

Audio tape recorder
Cameras and accessories
  35 mm
  Polaroid
  Tripods
Computer equipment and appropriate peripherals, i.e., terminal, modem, etc.
Copier
Copy camera equipment
Darkroom equipment
Dry mount press and tacking iron
Earphones or listening centers
Equipment carts
Filmstrip previewers and projectors
Flood lamps
Graphics and lettering equipment
Lectern
Microform readers and copiers
Microphones
Motion picture projector
Opaque projector
Overhead projector
Paper cutter
Projection screens
Radio
Record player/stereo sound system
Slide previewers and projectors
Television monitors
  Television antenna system
  Television distribution system
Typewriters
Video cameras/tripods
Videotape recorders
  (editing capability useful)

School System Level Support

The individual school collections are supported and enhanced by a school system level library media organization which offers resource services that the school might not otherwise provide. As the primary component of the school's library media network, system level support provides materials and equipment and production services otherwise inaccessible. Professional libraries at the school system level link the Maryland State Department of Education and other library agencies in order to provide the basic network access for professional staff.

Appendix 3

Recommended Space Allocation for School Library Media Centers

Needs	Space for 600 or Less Enrollment	Space for 600–900 Enrollment	Space for 900–1200 Enrollment
1. Space for circulation desk, catalogs, indexes, displays, and exhibits	500 sq. ft.	600 sq. ft.	750 sq. ft.
2. Space for reading, viewing, listening, browsing, and study (This includes tables, chairs, carrels, informal seating, stacks, reference areas, and computer accessibility.)	3000 sq. ft.	4500 sq. ft.	6000 sq. ft.*
3. Direct instructional space	700 sq. ft.	1000 sq. ft.	1500 sq. ft.
4. Office space for professional staff members and a media planning area	200 sq. ft.	250 sq. ft.	300 sq. ft.
5. Space for the processing of media	300 sq. ft.	400 sq. ft.	600 sq. ft.
6. Storage space for supplies, materials, and equipment	350 sq. ft.	650 sq. ft.	800 sq. ft.
7. Communications space (This includes audiovisual, computers, and production.)	600 sq. ft.	700 sq. ft.	1150 sq. ft.
	5650 sq. ft.	8100 sq. ft.	11,100 sq. ft.

*Any school with an enrollment over 1200 should compute reading, viewing, listening, browsing, and study areas at a minimum of 5 sq. ft. per student.

Appendix 4

Recommended Staff Assignments of Certificated Library Media Personnel*

Enrollment	Number in Elementary Library	Number in Secondary Library
Under 200	0.5	0.5
200–299	1.0	1.0
300–399	1.0	1.0
400–499	1.0	1.0
500–599	1.0	1.0
600–699	1.0	1.0
700–799	1.0	1.0
800–899	1.5	1.5
900–999	1.5	1.5
1000–1099	1.5	1.5
1100–1199	1.5	1.5
1200 + (Elementary)	2.0	—
1200–1299 (Secondary)	—	2.0
1300–1399	—	2.0
1400–1499	—	2.0
1500–1599	—	2.0
1600–1699	—	2.5
1700–1799	—	2.5
1800–1899	—	2.5
1900–1999	—	2.5
2000 and over	—	3.0

*Figures for certificated library media personnel provided in COMAR 13A.05.01.05

Recommended Staff Assignments of Clerical/Technical Personnel

Enrollment	Number in Elementary Library	Number in Secondary Library
Under 200	0.5	0.5
200–299	1.0	1.0
300–399	1.0	1.0
400–499	1.0	1.0
500–599	1.0	1.0
600–699	1.0	1.0
700–799	1.0	1.0
800–899	1.5	1.5
900–999	1.5	1.5
1000–1099	1.5	1.5
1100–1199	1.5	1.5
1200 + (Elementary)	2.0	—
1200–1299 (Secondary)	—	2.0
1300–1399	—	2.0
1400–1499	—	2.0
1500–1599	—	2.0
1600–1699	—	2.5
1700–1799	—	2.5
1800–1899	—	2.5
1900–1999	—	2.5
2000 and over	—	3.0

School Library Media Standards Committee Members

Mr. G. George Asiki, Chair
Vice President
Maryland State Board of Education

Ms. Chris Banks
Library Media Specialist
St. Mary's County

Ms. Jane Burt
Library Media Specialist
Caroline County

Ms. Evelyn J. Chamion
Assistant Superintendent
Baltimore County Public Schools

Ms. Gloria Cornish
Curriculum Supervisor
Dorchester County Board of Education

Ms. Frances Dean
Director, Department of Instructional Resources
Montgomery County Public Schools

Mr. Gerald Doyle
Consultant
Baltimore, Maryland

Ms. Deidre Ferron
Student
Baltimore City Public Schools

Mrs. Kathleen A. Francis
Member of Board of Education
Talbot County Public Schools

Mr. Kenneth Gill
Principal
Harford County

Mr. A. Brian Helm
Library Media Administrator
Anne Arundel County Public Schools

Mrs. Charlotte S. Holter
Library Media Administrator
Frederick County Board of Education

Mr. Maurice B. Howard
Chief, General Curriculum Branch
Maryland State Department of Education

Ms. Katherine Hurrey, Director
Southern Maryland Regional Library Association

Dr. Paul Jones, Professor
Department of Instructional Resources
Towson State University

Dr. James W. Liesener
Professor
University of Maryland

Dr. John F. Lynch
Superintendent
Somerset County Public Schools

Ms. Carolyn McGee
Parent
Anne Arundel County Public Schools

Mrs. M. Anne Miller
Member of Board of Education
Carroll County Public Schools

Ms. Paula Montgomery
Chief, School Media Services Branch
Maryland State Department of Education

Mr. Charles F. Stewart, Jr.
Principal
Juvenile Services Administration

Mr. William A. Storage
Director of Curriculum and Instruction
Queen Anne's County Board of Education

Ms. Nettie B. Taylor
Assistant State Superintendent for Libraries
Maryland State Department of Education

Ms. Lucille Van Vliet
Library Media Specialist
Howard County Public School System

Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201